# INFLUENCE OF SPORTS PARTICIPATION AND PHYSICAL EDUCATION COURSE ON PHYSICAL FITNESS AND PSYCHO-SOCIAL PARAMETER OF INTER-COLLEGIATE PLAYERS

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**Sowbhagya B. S**

***To***

***Research Guide***

**Dr. Srinivasa**

**Assistant professor**

**DEPARTMENT OF STUDIES IN PHYSICAL EDUCATION & SPORT SCIENCES**

*Karnataka State Akkamahadevi Women's University*
***VIJAYAPURA – 630 003,***
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# CHAPTER - I

## INTRODUCTION

A substantial number of children worldwide suffer from psychosocial health problems which often continue into adulthood. The concept of a player psychosocial health can be defined, on the one hand, as the absence or lower levels of negative traits, such as internalizing problems and externalizing problems, and, on the other hand, as the presence, or higher levels, of positive traits such as appropriate social skills. Fewer internalizing problems, fewer externalizing problems and better prosaically behavior reflect better psychosocial health.

A child's psychosocial health is not determined in isolation, but is influenced by various social, economic and physical factors. One of these influential factors is sports participation. Studies in adults, adolescents and children show that sports participation has beneficial psychosocial health outcomes, but details about the relationship between sports participation and psychosocial health are often lacking. Most studies in this field focus primarily on internalizing problems, while the relationship between sports participation and externalizing problems or prosocial behavior has not often been taken into account.

Furthermore, the studies available on the relationship between a child's sports participation and psychosocial health cover only a limited number of characteristics of sports participation. They mainly focus on whether a child participates in sports activities on a regular basis or not or the distinction between individual and team sports. Moreover, there are only a few studies with a longitudinal design. Compared to a cross-sectional study, a longitudinal study has the advantage of relating the individual development of a certain outcome variable over time to the individual development of, or changes in, other variables. The purpose of this study was to explore whether and how various characteristics of sports participation and physical education course were longitudinally associated with physical fitness and psycho-social parameter of inter-collegiate players.

Sport advocates often suggest that sports participation cultivates moral development, Sportsmanship, fair play, self-reliance and courage, to name but a few 'desirable' character traits commonly associated with the sport experience. However, empirical evidence to support these claims is fragmented and less than convincing; indeed much of the literature supporting the character-in-sport phenomenon is only anecdotal

nature. In this paper, the social psychological construct of character is defined with particular emphasis placed on the central element of character - that is, moral reasoning. The literature on moral reasoning in sport is then selectively reviewed and conclusions are drawn regarding the efficacy of the claim that "sport builds character".

The relative merits of organised sport and informal games are also discussed with respect to moral and character development, and the potential positive and negative developmental outcomes of participation in organised sport are outlined. Finally, some brief recommendations are offered regarding future research directions and the practical steps required increasing the developmental benefits of sport participation. The positive impact of participation in sport and active recreation on physical health is now well accepted. Research has identified a wide range of sport-induced health benefits including improving cardiovascular health and assisting in the development of strength and balance. In light of this, governments at all levels have become increasingly active in encouraging people to adopt physical activities as a regular part of their lifestyle. In contrast, much less is known about the social impact of sport and physical recreation and, in recent years, there has been an increasing focus on, and interest in, identifying such impacts.

**Physical Fitness**

Physical fitness is one of the core preconditions of health. We cannot imagine a person to be healthy without being physically fit. Physical fitness therefore needs to be appreciated in full measure. The common perception of physical fitness is the absence of ailment. If individual is not suffering from any perceptible disease, then he is considered physically fit. Is it true? Another significant issue is whether there is a universal condition of physical fitness which is uniformly applicable to all. It is not so. Physical fitness of young people is different from that of the aged. The physical fitness of a sports person is different from that of the persons working in army factory or a layman. In fact, physical fitness means different things to different people. In this lesson, let us discuss various aspects of physical fitness.

**SPORTS PARTICIPATION**

Participating in sports has a **positive influence** in many areas. It supports positive mental health and improves social skills along with promoting physical health. Participating in sports develops healthy living habits that provide physical benefits such as developing

coordination, physical fitness, and strength. Factors that consistently appear in the literature as supportive of sports participation include: **parental and family support** (children of active parents are more likely to be active), peer interaction, positive environment, and venue accessibility.

**Benefits of sports participation includes:**

- More independence and autonomy in what they can do.
- Greater physical benefits including being more active.
- More opportunity to have a say in matters of direct concern to their lives.
- More social contact and interpersonal relationships.
- Greater self-awareness and involvement.

## PSYCHO-SOCIAL PARAMETER

Psychosocial factors contribute significantly to pathogenesis and expression of CVD, this evidence is composed largely of data relating CVD risk to five specific psychosocial domains: depression, anxiety, personality factors, character traits, social isolation and chronic life stress**.**

Psychosocial factors are characteristics or facets that influence an individual psychologically and/or socially. Such factors can describe individuals in relation to their social environment and how these affect physical and mental health. Psychosocial factors are characteristics or facets that influence an individual psychologically and/or socially. Such factors can describe individuals in relation to their social environment and how these affect physical and mental health. Psychosocial factors include protective psychosocial resources and psychological risk factors. Psychosocial resources in the social environment include social network and social support. Central among psychological resources are coping ability or mastery, sense of coherence, and self-esteem. Psychological risk factors include vital exhaustion, depressiveness, hopelessness, and hostility.

The psychosocial approach looks at individuals in the context of the combined influence that psychological factors and the surrounding social environment have on their physical and mental wellness and their ability to function. Examples of psychosocial factors

include social support, loneliness, marriage status, social disruption, bereavement, work environment, social status, and social integration.

## REASONS FOR THE SELECTION OF THE STUDY

There were many different ways to achieve desired fitness goals and psychological fitness, including variation into a training program by maintaining individuals' interest and providing a change of pace while still making progress towards desired goals. Variation helps alleviate boredom and overcome plateaus or periods where there seems to be little progress. Further, no researches were conducted on influence of sports participation and physical education course on physical fitness and psycho-social parameter of inter collegiate players.

## STATEMENT OF THE PROBLEM

The purpose of the study is to find out the Influence of sports participation and physical education course on physical fitness and psychosocial parameter of intercollegiate players.

## OBJECTIVES

1. To find out the influence sports participation on psychological parameter of inter collegiate players.
2. To find out the influence sports participation and physical education course on physical fitness variables and psychological parameter of inter collegiate players.

## HYPOTHESIS

1. There may be significant difference in the physical fitness variable of inter collegiate players.
2. There may be significant difference in the improvement of psycho-social parameter of intercollegiate players.

## DE-LIMITATIONS

1. The study is delimited to the Tumkur university intercollegiate players.
2. The study is delimited to age group 17 to 21 years
3. The level of players is delimited to intercollegiate level.
4. The study is delimited to male and female Players.
5. The study is delimited to 100 male and 100 female players.
6. The study is delimited to 200 players.
7. The study is delimited to the physical fitness variables and psychosocial parameters.

## LIMITATIONS

1. The nutritional habits will not be taken into consideration.
2. The lifestyle routines and other factors such as food habit, physical activity, genetic factors and climatic conditions are not under the control of the scholar, which is considered as another limitation of the study.
3. In this study the subjects were not controlled from the geographical conditions.

## SIGNIFICANCE OF THE STUDY

1. The result may be helpful for the assessment of inter collegiate player.
2. Results may also help the coaches, trainers and psychologists to provide correct guidelines to the players.
3. It will provide both coaches and the players to acquire a deeper insight into their own interactive process.
4. Results of the study will be beneficial for the coaches in understanding the importance of the psycho-social parameters in achieving success in competitions.
5. Results of the study may give new insight to the coaches for developing new methods in dealing with psycho-social barriers.

## DEFINITION AND EXPLANATION OF THE TERMS

### Physical Education

Any planned programme of motor activities that helps individuals to develop and control their bodies. Physical education is a process through which favourable adaptation and

learning (organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic) result from and proceed through, fairly vigorous activity. **The Oxford Dictionary Of Sports Science & Medicine**

**Physical fitness**

According to the **Centers for Disease Control and Prevention** (CDC), physical fitness is defined as 'the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure-time pursuits and respond to emergencies.

**Psycho-Social parameter**

Social factors include general factors at the level of human society concerned with social structure and social processes that impinge on the individual. Psychological factors include individual-level processes and meanings that influence mental states. Sometimes, these words are combined as "psychosocial." This is shorthand term for the combination of psychological and social, but it also implies that the effect of social processes is sometimes mediated through psychological understanding **(Stansfeld & Rasul, 2007).**

**Sports Participation**

Sports participant means a person who participates in any official capacity with respect to an interscholastic, intercollegiate, or other organized amateur or professional athletic competition and includes an athlete, referee, umpire, linesman, coach, instructor, administrator, or staff member.

# CHAPTER - II

## REVIEW OF LITERATURE

The investigator came across several books, periodicals, journals and unpublished thesis, while searching for relevant facts and findings that are related to his present study the investigator has gone through available literatures, which was available from relevant studies, findings facts and figures included them in this chapter. The researcher has studied in detail the review of literature, which is mainly confined to the libraries of Department of Physical Education.

A Study of relevant literature is an inevitable and essential step to get a clear idea and foundation with regard to the problem under study. The investigator has gone through available literature related to the present study from dissertations, journals, magazines, books and articles relevant to Sports and Physical Education.

**David Kirk et.al (2014)** The significant progress has been achieved in the development of physical education and sport pedagogy research during the last several decades, with the area attaining maturity and critical mass. In light of this trend, it may be beneficial to take a broad view of available evidence in order to highlight a number of developing difficulties that PESP researchers would wish to investigate further in future studies. We argue that there is a growing consensus (in the English-language research community) that pedagogy is the proper object of educational research in physical education and sport, as evidenced by the growing number of studies that look at the relationships between teachers, teaching and teacher education, curriculum, and learners and learning. Despite indications of progress, we agree that research has lacking influence and effect when compared to other Kinesiology topics. Three aspects of future research are discussed in this contribution: practice-referenced research, a programmatic approach, and interdisciplinary research. We believe that strong leadership will be needed to support a future agenda, and that researchers may need to start scaling up their work and publishing it in a wider range of educational research publications.

**Richard Bailey (2018)** Evaluating the link between physical education, sport, and social inclusion" was published in Educational Review in 2005 and was explicitly concerned with an investigation of the prospective function of sport and physical education (PE) within

Blair's New Labour Government's social policy agenda. It was also part of a larger, continuing effort to better understand and explain the social and educational benefits of physical activity. The possibility of marginalisation within the school curriculum has been a constant concern throughout the history of physical education, thus a clear and persuasive justification of their importance is both intellectual and practical. This Special Issue provides me with the chance to address parts of this larger research effort, including its goals, challenges, and goals.

**Peter Hastie et.al (2020)** The purpose of this study is to look at how stakeholders react to the introduction of important aspects of Sport Education into an elective physical education basketball sports club. After five weeks of class, 152 students had the option of participating in a Sport Education season or continuing to train alone. Students who choose the Sport Education option had much higher attendance than their peers in skill practise. Furthermore, they reported considerable increases in competence and satisfaction compared to their previous college physical education experience. These findings show that the basketball club's highly independent structure is beneficial to kids' participation in physical education.

**Siu MingChoi et.al (2021)** This study explored how lesson material and teacher interaction contribute to university students' physical activity levels during physical education classes by incorporating Sport Education into the university setting. A 10-week Sport Education season was planned jointly and implemented at a university, taking into consideration the university's resources, after a continuing professional development workshop. In 156 classes, eight teachers and 202 students (72 percent male) were recorded using the brief time sample technique, System for Observing Fitness Instruction Time. The researchers gathered and evaluated information on physical activity levels, course content, and instructor conduct. The practical consequences of adopting Sport Education characteristics to increase the intensity of activities, particularly team membership, formal competition, and record keeping, are examined. It is suggested that more research be done.

# CHAPTER - III

# METHODOLOGY

## SELECTION OF SUBJECTS

The main purpose of the study will be to assess the influence of the sports participation and physical education course on physical fitness and psycho-social parameter on intercollegiate player, to achieve this purpose, Two Hundred samples, and ages from 17 to 21 years old college students studying at degree colleges will be randomly selected as subjects.

## SELECTION OF VARIABLES

### Independent Variables

1. Sports Participation

### Dependent Variables

1. Physical Fitness Variables
2. Psychological Variables
3. Psycho Social Parameters

**CRITERION MEASURES**

| **Physical fitness variables** | **Test** | **Unit of measures** |
|---|---|---|
| Cardiovascular Endurance | 12 minutes run/walk | Seconds |
| Muscular Endurance | Push Up/ Pull Up test | No of Repetition |
| Muscular Strength | Vertical jump test/ Medicine ball throw test | Centimeter |
| Speed | 50 Mt dash | Seconds |
| Power | Standing Long/ Drop Jump | Centimeter |
| Reaction Time | Ruler drop test | Seconds |
| Agility | Shuttle run | Seconds |
| Coordination | Body Balance on balance beam | Seconds |
| **Psycho-social parameter** | | |
| **Variables** | **Test** | **Units of Measures** |
| Psycho-social parameter variables | Psychosocial and Lifestyle Questionnaire | Lickhart scale points |
| **Psychological Variables** | | |
| Stress | The Perceived Stress Scale (PSS) | Scoring |
| Aggression | Buss & Perry (1992) | Scoring |

## STATISTICALPROCEDURE

After collecting data suitable statistical techniques will be applied to analyze and interpret the data.

### Statistical Techniques

The pursuance of the objectives of the study as well as to test the research hypotheses Pearson's Correlation Coefficient technique, “t”, test, Regression analysis and the 3-way Analysis of Variance (ANOVA) techniques will be used.

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**RESEARCH SCHOLAR** **RESEARCH GUIGE**